

UNITED NATIONS DEVELOPMENT PROGRAMME



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(MLW/77/007)

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APPROVAL OF UNDP ASSISTANCE TO A PROJECT OF THE GOVERNMENT OF ETHIOPIA

Curriculum Development and Teacher Training (MLW/77/007)

Report of the Administrator*

Date of present approval :	July 1979
Starting date of project activities :	February 1979
Planned completion date :	May 1983
To be executed by :	United Nations Educational, Scientific and Cultural Organisation (UNESCO)
Government implementing agency :	Ministry of Education
Estimated cost of assistance planned under present approval :	\$ 2 796 400
Source of UNDP financing :	Indicative Planning Figure (IPF)

I. Background

1. When Malawi became independent in 1964, it did not have a uniform, well-defined educational system. The few primary schools then in existence had been built and were run by church missions, with little or no government support. The task of the Government following independence was therefore to expand opportunities for primary education with the result that over the decade and a half since, the pace of educational development has increased considerably.

2. While the structure of the education system is considered to be generally satisfactory, the supply of teachers and the quality of education particularly at the primary-school level - are deemed inadequate. The teacher-pupil ratio stood at 1-70 in 1977 and the intake of primary teacher colleges has fallen. Recruitment and retention of certified teachers remain a matter of great concern even though a July 1977 decision to incorporate all teachers under the country's Civil Service Regulations with consequent salary and other benefits, was expected to have helped ease the shortage.

*In accordance with General Assembly resolution 2688 (XXV) and subsequent authorizations of the UNDP Governing Council, reports are issued seriatim on the approval of UNDP assistance of \$250,000 or more (including, if any, assistance financed by Government or by third-party cost sharing).

3. In an effort to deal squarely with the problem, the Malawi Ministry of Education has decided not only to expand, but also to alter the location and source of primary teacher education. New teacher training colleges have been planned for establishment in various parts of the country with an expected combined output of 1,800 teachers per year at full capacity. At the same time, in-service training programmes have been instituted with the purpose of upgrading under-qualified teachers. Curriculum development will constitute an integral part of institutional and in-service programmes with a view to ensuring that education relates as closely as possible to the realities of everyday life of Malawi. The Government of the Republic of Malawi has requested UNDP assistance in carrying out its programme of expanding and upgrading primary school-teacher education. A preparatory assistance phase was approved in June 1978 for a total UNDP contribution of \$91,400.

II. Objectives and activities

4. The immediate objective of the project is to strengthen primary-teacher education and curriculum development. In the course of its duration, it is expected to contribute to: (a) a substantial academic and professional upgrading of teachers and other national officers concerned with primary-school education, through pre-and in-service training; (b) increases in the numbers not only of teachers, but also, of other personnel including librarians, graphic artists, audiovisual technicians, etc.; (c) development, with the involvement of the personnel concerned, of new curricula and related school materials with a view to making the education process more meaningful to Malawian society; and (d) gradual orientation of teachers and trainees towards self-instruction and self-appraisal through the systematic design and use of basic instructional units for both pre-service and in-service teacher education programmes.

III. Inputs

5. UNDP will provide, through the Executing Agency, for the services of the experts, seven associate experts and twelve man-months of consultancy services in the field of educational administration. The training component will make provision for 108 fellowship man-months for a total of 36 counter-part personnel; study visits of an average duration of three months each for about 20 Malawian teachers/trainees; and group training for the purpose of upgrading teachers in service throughout the country, but not including project counter-part personnel. Provision has also been made for equipment and supplies, and for miscellaneous project costs.

IV. Financial data

6. The expenditure components of the planned assistance are as follows:

	<u>Previously approved</u>	<u>Present approval</u>	<u>Total approved</u>
	\$	\$	\$
Personnel	88 400	2 230 600	2 299 000
Subcontract	-	41 300	41 300
Training	-	253 000	253 000
Equipment	-	233 000	233 000
Miscellaneous	3 000	38 500	41 500
	<u>91 400</u>	<u>2 796 400</u>	<u>2 887 800</u>

7. The estimated total value, expressed in US dollars, of inputs provided directly by the Government to the project is \$8,009,600 in kind.